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controlling physical processes by mental pictures or ideas. However, the teacher who does not look for a consistent treatment throughout will find many helpful suggestions. The strong restatement of the practice of well-rounded musical educators—with whom too frequently the directors of boy choirs cannot be classed—of preventing the disastrous break in boys' voices by gradually lowering the pitch of the part sung as the voice changes from a youth's to a man's should help in killing the notion that boys should not sing during the period of mutation.

Education through Music. By C. H. FARNSWORTH. New York: American Book Co., 1909. Pp. 208. \$1.00.

The teacher and the parent who are anxious to make their knowledge of music-instruction more than a list of perfunctory precepts will find much material of value in this volume. Professor Farnsworth is a careful thinker who submits every device and method to close scrutiny and evaluation from a broad educational outlook. In this volume, after outlining his general point of view, he proceeds to follow through, year by year, an ideal scheme of music-instruction for the eight years of the public school. No book has heretofore covered the field in such a comprehensive and disinterested manner. Teachers of any system can gather suggestions from this book, by careful consideration of what is stated, but few will be able to follow out in practice or even to accept in theory, all the steps advocated. Although the book is intended for grade work only, the treatment of the seventh and eighth grades, in which the author advocates little singing, and much stress on music-appreciation and history, will, in many places, be helpful in planning high-school courses. It is to be regretted that the author has felt it necessary to curtail his discussion of a number of movements here and abroad for greater spontaneity, self-expression, and interrelation of music with other subjects in the curriculum. The music of the country is feeling its way into unknown provinces, and Professor Farnsworth could well have stated some of the latest tendencies. A revision of the book should also include an index.

School Hymnal. By HOLLIS DANN. New York: American Book Co., 1910. Pp. 191. \$0.50.

The author has tried to retain the religious category and still introduce a few songs which will meet the demand of youthful spirits. It is stretching the "hymnal" idea pretty far when the conception of dignified national anthems is made to include the rollicking tune of "Dixie," but the inclusion of this, and several other of the better-known folk-songs of the love type, will doubtless add interest to many chapel exercises. The selection of material has been carefully made, and the book should prove helpful in institutions in which the religious atmosphere precludes selecting a songbook purely from a musical point of view. Where, however, it is recognized that song even without a hymn text can be used for character development, a choice can be made from several more suitable volumes, in which the hymn is included as one type of song, and that not the most important.

Art Songs for High School. By WILL EARHART. New York: American Book Co., 1910. Pp. 283. \$0.80.

This is a somewhat better than ordinary collection, but is still along conventional lines. The musical material possesses no special claim to the title of art song, and the arrangements give little evidence of being particularly adapted for high-school use.